



CHURCH DRIVE PRIMARY SCHOOL

EQUALITY ACTION PLAN



2021-2023



School Context

Church Drive Primary School is a one and a half form entry larger than average sized primary school, with 338 pupils on roll (September 2021). The school is a popular school in Wirral and has been oversubscribed for the last three years (approx.121 applications, including 60 first place preferences). The school serves an area of mixed housing with a high level of deprivation.

The school is a member of Oak Trees Academy Trust, having joined the Trust in March 2019. The proportion of pupils known to be eligible for free school meals and the pupil premium are broadly in-line with the average. The proportion of pupils from minority ethnic heritages has increased over the last 2 years, the proportion of pupils believed not to speak English as their first language is 4.7%. Almost all pupils are White British. Very few are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities has increased over the past two years from 12% to 16%, which is broadly average. Attendance is below the national (School 95.7% National 96%), however, the percentage of persistent absence has significantly reduced over the past year from 14% to 7% and is now lower than the national average.

Attainment at the expected standards in all subjects is broadly in-line with national for the last 3 years, however attainment at greater depth is below the national standard overall. Progress scores in all subjects is broadly average. Children join the Early Years Foundation Stage with skills below those expected for their age which has remained a consistent factor for the last five years. At the end of Early Years 75% of pupils achieved a Good Level of Development, which is in-line with the national average 72%. Attainment in KS1 over the past two years has seen an improving consistent picture in all subjects, with Reading being a particular strength. The proportion of pupils meeting the expected standard in the phonics check in year one was higher than national in 2019 (sch 93%; nat 82%); an improvement since 2015 (43%). Attainment in KS2 is showing an improving picture overall, although data in 2019 highlights a decline in attainment, as cohort had 25% SEND. A focus on Lower Key Stage 2 must be a priority to maintain this trajectory.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value.

We see all current and potential pupils, parents and staff as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin or national status.
- Whatever their gender and gender identity.
- Whatever their religious and non-religious affiliation or faith background.
- Whatever their sexual orientation.

- Whatever their marital status.
- Whether they are currently pregnant or have recently given birth.
- Whatever their age.

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made.
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs.
- Sex – we will not treat anyone differently because you are (or are not) a different sex.
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff and parents.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marital status – we recognise that our staff and parents may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff and parents should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other.
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics.

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist.

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve, ensuring views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, this will be through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found on the action plan below and take into account both national, county and school level priorities.

Application of the principles within the equality duty:

The principles outlined above will be applied and reflected in:

- The delivery of the school curriculum.
- The teaching and learning within the school.
- Our practice in relation to pupil progress, attainment and achievement.
- Our teaching styles and strategies.
- Our policies and practice in relation to admissions and attendance.
- Our policies and practice in relation to staff.
- Our care, guidance and support to pupils, their families and staff.
- Our policies and practice in relation to pupil behaviour, discipline and exclusions.
- Our partnership working with parents.
- Our contact with the wider school community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body

- Monitor the implementation of the Statement and the objectives to check progress and assess the impact on staff, learners and parents and others.
- Ensure that all governors are aware of their legal responsibilities under equality legislation.
- Approve the equality information to be published annually and the objectives to be published every four years.
- Check the implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic.

The Head teacher will

- Provide proactive leadership to create a community that recognizes and celebrates difference within a culture of respect and cooperation.
- Ensure staff, pupils, parents and any other interested stakeholders are aware of the Statement and their roles and responsibilities in implementing it.
- Monitor to ensure effective implementation of the Statement and objectives.
- Provide regular reports for governors on progress and performance.
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement.

The Leadership team will

- Drive forward implementation of the Statement and action to achieve the objectives.
- Support staff to carry out their role in implementing this Statement.
- Provide effective leadership on equality issues.
- Respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization.

All staff will

- Recognise that they have a role and responsibility in their day-to-day work to:
 - Eliminate discrimination, advance equality and foster good relations.
 - Challenge inappropriate language and behaviour.
 - Tackle bias and stereotyping.

- Respond appropriately to incidents of discrimination and harassment and report these.
- Respond appropriately to the needs of pupils, parents, staff and others with protected characteristics and encourage pupils to do the same.
- Highlight to the senior leadership team and staff training or development that they require to carry out the above role and responsibilities.

Our prejudice-related bullying incident form is detailed in Appendix 1.

		Provide larger text where needed			appropriate when required
Gender Equality	<p>Ensure the school promotes gender identity,</p> <p>Continue to create engaging learning opportunities that promote achievement for boys and girls.</p> <p>To close the gaps in attainment opportunity to explore other cultures.</p>	<p>Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times</p> <p>www.gires.org.uk or Stonewell.</p> <p>Focus/audit provision of appropriate resources to ensure girls and boys are making good progress in all classrooms</p>	Head All staff	Ongoing	<p>A balance of male and female role models throughout the school</p> <p>Library with sufficient text to support both genders</p> <p>School ethos and curriculum promotes respect for differences within the school community.</p>
Community Cohesion	<p>Achieve a greater awareness of national and community identity.</p> <p>Embed British Values through curriculum.</p> <p>To monitor and promote the involvement of all pupils in the school extra-curricular activities termly</p>	<p>Citizenship and RE subject reviews to audit community, national and global coverage.</p> <p>Monitor levels of attendance at extra-curricular events/groups by pupil groups.</p> <p>Promote to specific pupils through parental discussion</p>	RE /PSHE leaders Head	Ongoing	<p>The planned curriculum represents national and global community learning opportunities, as well as reflecting British Values.</p> <p>Increased number of pupils attending clubs and activities.</p>
Sexual Orientation	Ensure that Sex and Relationship Education recognises diverse family structures.	Ensure all staff respond appropriately to questions raised by children.	All staff	Ongoing	Pupils and staff recognise that families are made from a range of gender and sexual orientations.

Religious Belief	Ensure all tolerance.	Staff Policies and induction procedures to raise awareness of sensitivity towards diverse religious beliefs Pupil behaviour expectations of tolerance towards all differences	All staff	Ongoing	School ethos is recognised and supportive of diversity.
Age	Ensure staff profile is representative of all ages.	HCC Employment guidelines are followed.	Head GOVS	Ongoing	Employment law adhered to.
Training	Provide training for all Staff and Governors on Equality & Diversity	Provide INSET time for equality & diversity – Educare Training modules	Head GOVS Staff	Autumn 2019	All Staff and Governors aware of legislation and responsibilities all stakeholders.

Written by: Mrs Joanna Jones, October 2020

Updated: September 2021

Reviewed annually.

Appendix 1

Church Drive Primary School: Prejudice-related incident record form

Academic Year	Date and time of report	Name and job title of person recording the incident

Type of incident (please tick)	Related to race and ethnicity	Related to sex	Related to sexual orientation	Related to religion or belief	Related to gender identity	Related to SEN or disability	Other

Nature of incident (please tick)	Cyber bullying	Damage to property	Graffiti	Incitement	Literature or insignia	Physical assault
	Refusal to work or co-operate with	Threat	Verbal abuse	Written abuse	Other (please specify)	

Seriousness of incident	Level 1	Level 2	Level 3	Level 4
	No offence intended or taken	Hurt or distress caused but offending behaviour unlikely to be repeated	Hurt or distress caused and pupil(s) responsible had previously been warned	Substantial hurt or distress caused or behaviour based on substantial hostility or behaviour may be repeated

Date and time of incident	Location of incident	Exact location (e.g. corridor, playground, bus stop...)
	<input type="checkbox"/> Inside school <input type="checkbox"/> Outside school	

Details of target		Details of perpetrator	
Sex		Sex	
Age		Age	
Year group		Year group	
Ethnic group		Ethnic group	

Details of perpetrator 2 (if applicable)		Details of perpetrator 3 (if applicable)	
Sex		Sex	
Age		Age	
Year group		Year group	

Ethnic group		Ethnic group	
Description of incident			

Part Two: To be completed after the investigation has been undertaken.

Action taken

Involvement of other agencies (if applicable)

Was a satisfactory outcome achieved? How do you know?	Please tick
Success could be measured by asking the victim or the victim's parents or carers if they are satisfied or if there is a reduction of incidents of this kind in the months following.	Satisfactory
	Partly
	Unsatisfactory